

## Developing range and choice through “Book Shopping” in Key Stage 1

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### Context



**Exceed Learning Partnership**  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Willow Primary School is in Bessacarr, Doncaster, South Yorkshire and is a 2 form entry school from Reception to Year 6. We are part of the Exceed Learning Partnership which is a Multi-Academy Trust based in Doncaster, serving a total of 9 Academies, 8 Primary Academies and 1 Secondary Academy.

I work in Year 4 currently and am the English Lead and Assistant Principal and also CO-Lead of Doncaster Teacher's Reading Group (TRG)

When we developed our social reading offer in school, one aspect of our school development plan was:

Further embed high quality early reading and **develop a culture of reading for pleasure**, writing and oracy to positively impact on pupil outcomes and progress

### OU Research Inspiration and Rationale

TaRs found that in order to foster RfP effectively, teachers need to develop a Reading for Pleasure pedagogy which includes:

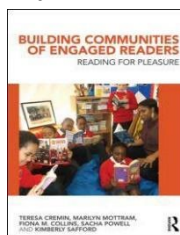
- Social reading environments
- Reading aloud
- Independent reading
- Informal book talk, inside-text talk and recommendations. A need for encouraging children to openly talk about their reading experiences, other than being 'teacher-led' during guided reading or other literacy-based

lessons. Whilst necessary, children need to be able to have informal chats about the texts they read

Through TaRs sessions, teachers found that through talking about what they and the children were reading, there was a motivating power that led to book talk – leading to recommendations and children more willing to try new authors or genres.



**Reading communities: why, what and how?**  
In this article, Professor Teresa Cremin considers the long term aim of developing readers for life and challenges us to consider effective strategies and practices to genuinely achieve this.



**Post Covid we found at Willow Primary that children were not as motivated to read and a Reading for Pleasure survey found that:**

- Children said they read their school books at home but there were other things that took priority at home.
- They could name authors but they were limited or were their class authors.
- Some children could not say what types of books they liked reading and why.

**Informal observations from teachers and within classes found that:**

- Children did not choose non-fiction books to read despite topic displays having lots of high quality non-fiction available in classrooms.
- Children did not talk to each other about what they were reading and did not make peer-to-peer recommendations.

In Key Stage 1, we follow the Read Write Inc Phonics scheme and children and parents focus on reading the books each week as part of this scheme. Children were not reading for pleasure and, when it came to choosing a reading book independently, did not know how to start deciding what they wanted to read.

## Aims

With these observations in mind we decided to focus on developing our social reading environments with the aim of nurturing motivated and engaged child readers by encouraging informal book talk and recommendations. We wanted our children to be able to choose books independently and enjoy a range of genres, as well as develop their reading stamina.

We wanted to support the children to independently choose their own books and be able to discuss why they had chosen and enjoyed (or not enjoyed) a certain book or type of book.

**A coherent Reading for Pleasure Pedagogy also depends on the pedagogical practices being:**

**L**earner Led  
**I**nformal  
**S**ocial with  
**T**exts that Tempt

**Aiming for this!**

**This will help nurture motivated and engaged child readers.**

Cremin et al

## Outline

We developed our opportunities for social reading by developing specified time for this each week in Key Stage 2, providing more opportunities and resources at break times for reading.

In Key Stage 1 we used the research by Lindsey Moses and LauraBeth Kelly in America as our inspiration. In the research paper, ““We’re a little loud. That’s because we like to read!”: Developing positive views of reading in a diverse, urban first grade”, they developed a variety of approaches and interventions within classrooms with the pedagogical goal of building a love of reading. One of those interventions was called “Book Shopping” which we adapted in our school.

In Key Stage 1, book shopping is introduced in the Spring or Summer term of Year 1.

- All children have their own cardboard magazine box file which becomes their personal library.



- A weekly session of Book Shopping is held where a range of reading material is laid out on tables, in the carpet area, in boxes and baskets and the children go “shopping” for books.



*You can pick any books you want and then read them. It is peaceful*

- These books then become their personal library for the week.
- Teachers and children have lots of discussions about children's book choice and what 'tempts' them. They also discuss moods and how sometimes they are in the mood for a particular book so they might have lots of different types and genres of reading material that they choose.
- At the start of each Book Shopping session, children engage in book talk and recommendations where they "big up their book" and share what they have enjoyed reading and having in their personal library that week. This gives the other members of the class a chance to see what is available and they can be "tempted" to choose it that week.

*I like telling my friends what I have been reading and like it when they choose a book I have put back.*

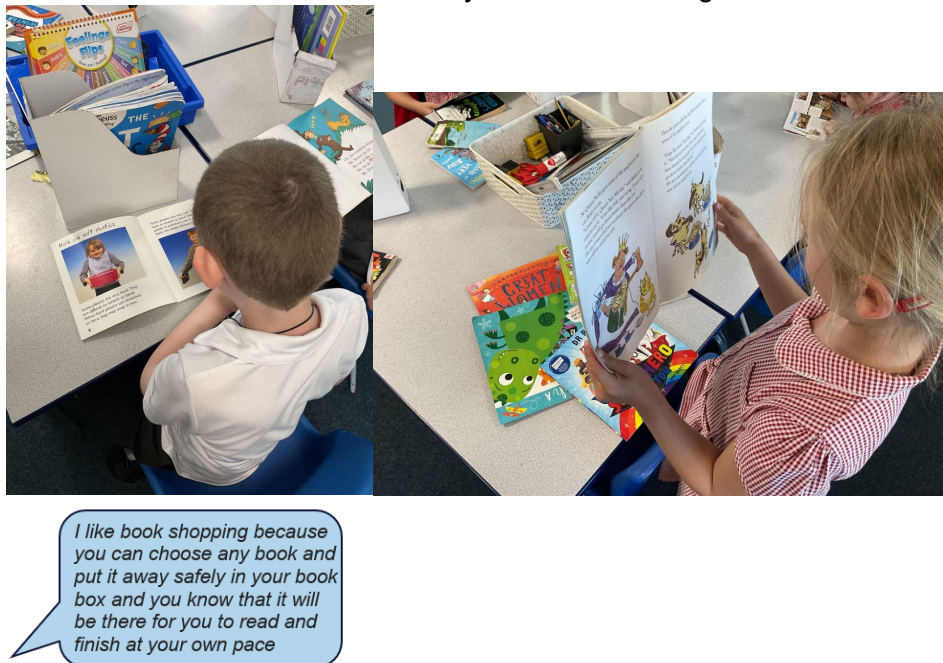
- All the books are returned before the Book Shopping starts and children are encouraged to browse the books, like in a library or a bookshop before choosing 3- 5 books to put in their box file to have as their library for the week.

*I like it because I get to pick my favourite books and I can choose books I've already read and liked.*





- The children then use this library when it is reading or free time.



## Impact

- Children are enthusiastic about Book Shopping and really enjoy the act of choosing their own books. It makes reading feel really special to them.

- Reluctant readers who thought they were not good readers and could not engage with reading (a variety of abilities) see themselves as readers and are more engaged with books, including recommending books to others and talking about what they have enjoyed reading.
- The range of reading materials and genres the children choose from has broadened and they are aware of a wider range of reading materials.
- Children can say why they like or do not like a book and give a reason why.
- Because children have chosen their own books for their personal library during Book Shopping, they have more focus and are developing reading stamina during independent reading time.
- Teachers are getting to know their children as readers more as they observe which books children choose and engage in text talk. This has meant they can tailor the selections to suit needs and interests including considering how to engage and motivate reluctant readers.

*I like Book Shopping because we can choose whatever we want – there are no rules.*

## Next Steps

In school, we have also developed our ways to engage with parents and families so that they can see the range of reading materials available in school. During our half termly Reading Cafe sessions, parents and families are invited for a breakfast before school begins and we provide a large range of reading material for the children and families to share together. This is really popular and a lot of our families are amazed at the range of books and magazines that are available (and count as reading!). I have also had lots of discussions with parents who are surprised at what their child is choosing to read.

The Book Shopping from Key Stage 1 leads well into our Key Stage 2 Social Reading sessions which are led in a really similar way. There is a range of reading materials out in the class for the children to choose from and try out and talk with friends about. This then influences the children's reading choices, develops book recommendations to each other and enables the staff to learn more about reading habits and interests. It is one of the most popular times of the week in many classes.

We will continue to develop our reading offer to our children and families and aim to provide a wealth of reading materials to choose from and develop the children's own agency to choose to read for pleasure.